

UNESCO and Pakistan's Education Ministry launches Malala Funds-in-Trust

DG UNESCO and State Minister Education hold joint press conference and attended forum on Girls Education in Islamabad

Islamabad, 06 February 2014: UNESCO's Director General, Ms. Irina Bokova called on State Minister Education of the Ministry of Education, Training and Standards in Higher Education, Mr. Balig-ur-Rehman and other senior officials of the Ministry on Thursday. On this occasion Ms. Bokova and Mr. Balig-ur-Rehman signed a memorandum of understanding (MOU) for the Malala Funds-IN-TRUST for Girls' Right to Education which aimed at expanding and improving education and safe environment for all children in Pakistan particularly girls specially in remote areas of the country.



During a joint press conference, Ms. Bokova appreciated the challenging role undertaken by the Ministry of Education in the context of post 18th constitutional amendment of undertaking coordinating role for the National Plan of Action to accelerate education related Millennium Development Goals (MDGs).

Ms. Bokova made a key note address at Forum on girls' education hosted jointly by UNESCO and the Ministry of Education, Training and Standards in Higher Education. The event was attended by UN partners, civil society groups, experts and donors. The forum highlighted the need for changing attitudes, training female teachers and making schools accessible and safe for girls, especially in remote rural areas. Speaking at the occasion, Mr. Hiroshi Inomata, Ambassador of Japan to Pakistan in his address gave an overview of the government of Japan's endeavor to promote girls' education and women's social participation in Pakistan. He said that Japan together with the Government of Pakistan has been working on a project to upgrade around 30 primary girls into elementary schools in Southern rural Sindh. Japan, he said, was also active in promoting non-formal education in Pakistan; and had provided educational opportunities to 180,000 people, of which about 70% were women, who had missed out on education at school.